**Speaking and Listening in a Small-Group Discussion: Self- and Teacher Evaluation\***

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| **Rating** | **Criteria** |
| **Strong** | * uses voice and physical expression and may use non-verbal cues to build communication * chooses clear and precise words and uses specific language appropriately * varies language for effect and audience; uses tentative and inclusive language * works comfortably with group and helps develop and sustain group's interactions * offers clarification, elaboration, explanation, feedback, suggestions, hypotheses, questions, and synthesis as needed |
| **Good** | * voice easily heard and understood and may use non-verbal cues for effect * chooses clear words and may occasionally experiment with more subtle or specific language * may use some tentative and inclusive language * works comfortably with group and contributes to social dynamics * often makes suggestions, asks questions, or adjusts thinking after listening to others |
| **Competent** | * voice can be heard and understood, tries to make eye contact, and occasionally uses body language * may have difficulty using complex or unfamiliar language * may use some inclusive language * takes part in group discussion and follows basic rules for working with others * contributes some ideas and suggestions to group |
| **Developing** | * voice unclear or difficult to hear at times, with little variation in tone and expression * little eye contact * relies on familiar language and often uses vague or general words * shows some awareness of the responsibilities of contributing to a group * offers ideas that may not connect with those of others, and may not be able to explain or clarify ideas |

**Self-Awareness of Speaking and Listening in a Small-Group Discussion\***

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| **Rating** | **Criteria** |
| **Strong** | * independently plans, monitors, and analyses interaction * refers to specific strategies and incidents to analyse how they worked * generalizes beyond immediate situation * insightful about personal intentions and others' intentions or perspectives * understands personal biasses and preferences, and how they affect interactions and understanding |
| **Good** | * analyses key features of interaction * refers to specific features of group or individual activity with prompting * analyses what worked and speculates about other choices that might have been more effective * may make inferences about others' feelings and behaviour but has difficulty generalizing from one situation to another * recognizes group identity and personal responsibility for making a group work |
| **Competent** | * aware of simple strategies for improving communication * aware of a few strategies that tend to be suggested for all situations * talks about group activity in general way, but has difficulty identifying specific features that were effective or ineffective * may identify with group and take some responsibility for group's successes and problems |
| **In Progress/Developing** | * recognizes effect of words and actions * generally unable to discuss behaviour without prompting * takes little or no responsibility for problems or conflicts * shows little evidence of making deliberate choices as a speaker or listener |